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ON SCHOOLS
FOR THE
DEAF AND DUMB,
By A. H. BATHER.
—
1858.

COLUMBIA INSTITUTION

—FOR THE—

DEAF AND DUMB

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ON SCHOOLS
FOR
THE DEAF AND DUMB
IN
GREAT BRITAIN AND IRELAND.

A. A. Butler
" "

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SCHOOLS FOR THE DEAF AND DUMB.

ON 10th February, 1852, Dr. Harvey P. Peet, the President, submitted to the Board of Directors of the New York Institution for the Deaf and Dumb a Report, describing the visits which he had made during the preceding year to the several Deaf and Dumb Institutions of Europe, and therefrom he draws the following conclusions :—That there is nothing in the arrangements of the European schools to be recommended as an improvement on the American system ; that the course of lessons and the apparatus used in the American schools are superior, and their signs more clear and more impressive ; and that the European pupils were invariably found not superior, and for the most part were inferior, to the American pupils of the same standing.

The first American school for the deaf and dumb was established at Hartford, in 1817—fifty-seven years later than the Imperial Institution at Paris, and twenty-five years later than the London Asylum. But, so far as can be ascertained by a comparison of reports and papers, the Americans appear very well entitled to the position they assume, and they certainly shew a constant and earnest desire for improvement, which is for the most part wanting in the reports of the European institutions. Without more abundant and less *ex parte* materials, however, it is not profitable to go on with the comparison. It

will be better simply to take up the last published reports of the schools in this country, and without reference to, or comparison with, others, to endeavour to point out where there appears room for improvement, and to show how the experience of the different schools in different directions may be brought to bear on the improvement of all.

These Annual Reports are confessedly inadequate for the purpose; but this their inadequacy is one of the first things to be noted as a short-coming. Generally speaking, they do not give any sufficient idea of the state and management, or point out the progress made in the several schools. It was noted in an article on "The Education of the Deaf and Dumb," published in the "Penny Cyclopædia," in 1837, that "these reports never hint at methods of teaching, and speak only in very general terms of the results produced. They state the difficulties or successes of the preceding year; proclaim the continued good conduct of masters and matrons; sometimes acknowledge their talents and industry; and, as a consequence, allude to the progress and improvement of the pupils." I cannot agree that this—with a statement of the income and expenditure, and a list of subscribers—is all that the institutions need give to the public on whose charity they depend for support; and I believe that more full details, showing a constant watchfulness and endeavour for progress, would secure for them a larger amount of interest and support than they now enjoy.

It would not be fair to take the absence of any such records as evidence that there has been no progress; but it may very well be, that, on the whole, the system of instruction remains very much as it was left by its founders a hundred years ago; and those who have had most opportunities of observation, and who speak with most candour, agree in this, that, on leaving school, nearly all the pupils "find it beyond their ability to read with any perfect understanding the greater part of the works in their own language;" and it is only in very exceptional cases, where great and long-continued pains have been

taken, that any of them understand language sufficiently well to take pleasure in reading such books as “Waverley,” or “The Pilgrim’s Progress ;” and hence it follows that, wanting the powerful means of self-improvement afforded by the pleasurable reading of books, and shut out from other means of instruction, the deaf man remains all his life “at the same degree of instruction at which his teachers left him”—if, indeed, he does not more naturally fall off from that point.

The art of instructing the deaf and dumb being no longer new, does not now command so much public attention ; and, in fact, from the language of most of the Reports, one would believe that the art has accomplished all its mission, and gained its triumph. I cannot admit this triumph, and feel confident that those who have worked longest, and done most in this field, will agree with me, and acknowledge that while anything—and in this case so much—remains to do, it is best to consider nothing as done ; and, in default of public attention, it is all the more necessary carefully to note small progresses, and the results of experience on which, when her day comes, invention may build.

That same article in the “Penny Cyclopædia,” before quoted, points out how “the adoption of a few simple measures would immediately tend to place the education of the deaf and dumb in this country much higher, and make it more permanent, than it has ever been. At present each teacher follows his own plan—for he has no means of learning those of other teachers ; the matter of instruction and the processes vary in a greater or less extent in different schools, and take their complexion from their respective teachers ; the experience of one, and the ameliorations introduced into his practice, are unknown to all the others ; a centre of union is wanted, in which the successful expedients of all shall be accumulated.”

Of all the Reports for the year 1856–7, that of the Belfast School is by far the most detailed ; and, while going through it, remarks on the others can be conveniently brought in.

This institution is for the education of the deaf and dumb, and the blind, similar to one on a much smaller scale at Bath. At Manchester, the Deaf School and the Blind Asylum adjoin each other. It is not clear what is the advantage gained by bringing the blind and the deaf and dumb together. There is nothing common in the respective systems of education, except in this one point, that the endeavour of both is to qualify the pupils to hold their own among those who have all their senses, which object is not furthered by bringing together classes, each wrapped up in disqualifications which prevent any natural, free, or improving intercourse ; and I should imagine that the fact of being placed together, as it were, in the same class of helplessness, would have a common depressing influence. The plan adopted in Donaldson's Hospital at Edinburgh, where deaf and hearing children are educated in the same building, with separate school-rooms, but the same playground appears more reasonable. Mr. McDiarmid, the master of the Deaf and Dumb School, says that this arrangement has proved during the last seven years "very satisfactory, both as regards the conduct of the children one to another, as well as in the improved intellectual culture of the deaf and dumb." The hearing children, he adds, show no dislike or backwardness in associating with the deaf, although, when their games are over, the deaf generally come together ; partly arising, he thinks, from the greater facility they have of communicating their thoughts by signs than by spelling, together with the feeling of attachment that naturally grows up by being longer together in their school classes.

The self-conceit, obstinacy, and narrow prejudices of the deaf and dumb have often been remarked ; but I do not know anything that may give rise to, or encourage them more, than the system of nearly all the schools, where the pupils have very few opportunities of intercourse with the world outside the walls, or of measuring themselves against hearing children of their own age. They lose, also, that exercise in the construction of language which such intercourse would compel ; for, where all are deaf,

signs are the only means thought of, and they become in time so habitual, that on leaving school all other modes of communication are found irksome, and are avoided as much as possible.

Mr. McDiarmid further states:—"At present the deaf children in the hospital are all very young, consequently they have not had time to make binding attachments with the hearing children; but the set of deaf and dumb children, their predecessors, were to be found at all times walking about the grounds with the other boys, and conversing freely with them. We have large shrubbery, vegetable, and flower grounds, attached to the hospital, which the older children of both classes are employed in cultivating under the inspection of the gardener, and in that occupation they work together; and in their own little gardens a deaf and a hearing boy generally spontaneously form the partnership."

This has a bearing on the subject of establishing infant schools for the deaf and dumb as projected at Manchester, and talked of elsewhere.

In the American institutions the children are not admitted till they are ten or twelve years of age, when, it is supposed "their minds are so mature that they can grapple successfully with the difficulties of language," and because "in self-reliance, in experience, in knowledge, and in ability, to take care of themselves, they are not then above other children at five or six." In this country and in France an opinion—expressed, indeed, by Dr. Watson so long ago as in 1809—has been gaining ground, that it is better to begin as soon as possible to remedy that want of education which is itself the cause of that long infancy. But there appears no reason why this early education should not be given in the ordinary infant schools, avoiding as much as possible all unnecessary isolation:—"Le séparation absolue des jeune enfant sourd-muet d'avec les enfants parlants, le renfermerait encore plus en lui-meme, tandis que tous les efforts doivent tendre à l'en tirer pour le mettre, en communauté d'idées avec les parlants." (Report of the Société Centrale d'Education et d'Assistance pour les Sourds-Muets à Paris, 1851.)

Instead of the proposed erection of boarding infant schools, which would be peculiarly expensive to maintain, it appears preferable to follow the plan adopted in Paris, of giving small payments to parochial or other district infant schools, where, with some assistance from the agents of the institution, the deaf children can be brought into some course of training, without being taken out of the influences of their homes and daily external life.

The desirability of preserving these external influences may well be insisted on again and again : it is only by a constant comparison of himself with others that the deaf child can become aware of his deficiencies ; and although the founders and teachers of institutions for the deaf and dumb are perfectly correct in maintaining that they have a special work to do, which can be performed nowhere else, they are mistaken if they suppose that this special work of theirs ever does complete the education of the deaf and dumb. The committees of the Dundee and Aberdeen institutions cannot have looked much beyond their own walls when they spoke of having raised their pupils up to, or above, the level of others suffering no infirmity.

It is chiefly through the sense of hearing that we gain that knowledge which peculiarly belongs to us as rational beings ; and the special work for these schools to do is, to convey that knowledge to the deaf through some other sense. It is admitted that the mind which lies beside the closed ear is, if not as powerful, yet as ready as any other to grasp knowledge when presented to it ; it is but the inadequacy of the means employed which prevents complete success. As far as their Reports show, all the schools in this country, with one exception, act on the principle that there is no necessary connection between ideas and spoken words ; and they do not, unless there is a natural aptitude, attempt by mechanical means to teach their pupils to speak. The exception is in the case of the London Asylum, where, the Report informs us, " All the children are taught to speak artificially, and are thus, in many instances, enabled to be understood by those who are in constant intercourse with them."

It is very much to be wished that more precise language were used, and that we could be told how “many” of the 2,747 pupils who had been educated in this school, to the end of 1856, were actually “enabled to be understood.”

It is a serious consideration whether the time and labour bestowed on the difficult and tedious process of learning articulation is well spent, for the limited term of five years’ education, which is all that the great bulk of pupils obtain, cannot bear any useless deductions. No other class of pupils has so much to learn within that time.

The London Institution adopts three grounds of defence—the practical utility, the physical benefit, and the assistance afforded in associating ideas with words. As to the practical use, it is confessed that this is not so easily perceptible during pupilage as in after-life, when, “from continued practice, and a constant habit of observation, the faculty is wonderfully improved;” in which assertion it is implied that there is a continued practice after leaving school, which, to say the least, remains to be proven. And, since the indiscriminate teaching of articulation has been condemned by the accumulated experience of nearly all the teachers in this country and America, it lies on the responsibility of the London school to prove its value; and nothing would be more to the purpose than an inquiry into the after-life of its pupils, noting in each case to what extent the acquired faculty is made available. Meanwhile, all that can be said is, that the New York Institution twice made most anxious inquiries into the subject, and twice came to the conclusion, “that instruction in articulation is scarcely ever of decided benefit, except when the faculty of speech has been acquired through the ear;” and in answer to inquiries which I made, without stating their purpose, the missionary of the Association in Aid of the Deaf and Dumb states as follows:—“I am personally acquainted with about 720 deaf and dumb persons, of which number about 380 were educated at the London Asylum. Of the 720, I know that 42, including 34 educated at the Old Kent Road Asylum, can

articulate. About half of these 42 were not born deaf. The articulation is in all the cases imperfect, and seldom used out of the deaf person's own family, and is generally more or less accompanied by signs."

As to the physical benefit, if any is to be hoped for, it must be from frequent practice, and not from the mechanical repetition of a few words or phrases during school hours ; therefore the evidence required to prove the practical use of the faculty, is required here also. And, after all, an hour's vigorous play—cricket or foot-ball (of which, by-the-bye, I never heard anything at the London Asylum) would be of far more benefit to the lungs than any amount of articulation in the school-room.

But, says Dr. Watson, the habit of associating in the memory the figures of written or printed characters with certain movements of the organs of speech, paves the way for considering combinations of those movements or characters as the signs of things or of ideas ; and the practice of the deaf of considering words as actions proceeding from themselves, gives them a sort of tangible property therein which is of vast importance as regards its retention in the memory and the excitation of ideas in their own minds ; on which account he concludes that the time, the labour, and attention spent in the learning, would be well bestowed even if their speech were not intelligible to others. On which it appears enough to remark, that the association can lie equally closely between the written or printed characters and the action of spelling, signing, or writing, performed by the deaf man ; and that the action of speaking being one confessedly imperfectly performed by him, and in which he takes little or no pleasure, is far less likely than the other means named to act on the memory and understanding.

In truth, in this one particular, in his anxiety not to lose sight of this, that deaf people should be educated with a view to enable them to communicate with others not deaf, Dr. Watson lets go his own principle that we should be guided "by a patient and persevering imitation of nature ;" and, at the outset of his

instruction, he began with the merest copying of external effects as shown on the organs of speech, teaching the sounds of vowels and consonants without any idea or meaning attached, and in a manner in which no hearing child ever learnt speech or language.

The true imitation of nature begins at the second step of Dr. Watson's course, where the sign and the thing signified are laid before the understanding of the learner. A hearing child, under the wonderful guidance of nature, almost unconsciously finds the connection between the thing and the word he hears ; a deaf child, by less skilful artificial means, has to be made to find it between the thing and the sign which he sees, and which sign, as remarked in the Belfast Report, whether it be the motion of the lips or of the hands, is in either case equally only *seen* ; the sole difference being, that pantomimic signs are more expressive to the deaf than the mere motion of the lips without the accompanying variations of sound, tone, and emphasis, which give body, life, and significance to speech.

Therefore the schools in this country, generally, appear to have adopted the correct plan in laying the foundation of education on a system of natural signs. The danger which belongs to this system is, lest in the warmth of its pursuit after knowledge, it should forget the weakness and small capacity of the means. They who teach without the natural sign language, attempt to build without scaffolding ; they who teach by signs alone, run up a high scaffolding, but have no solid building for permanent use.

It must not be inferred from this, that the London school makes no use of signs. The state of the case seems to be that all the knowledge which the pupils possess is acquired through signs, and that articulation is, in the majority of cases, an useless accomplishment, the partial acquirement of which has taken up time that might have been more profitably used ; and, as a consequence, I believe it would be found that, on a fair comparison, the pupils of the London School are not equal in intelligence to those educated elsewhere.

The manner in which, by means of natural and some artificial (or arbitrary) signs, ideas and the meanings of words are communicated to the pupils, is very well described in the Belfast Report. There are no great difficulties at this stage—it is merely a naming of things and actions ; the real difficulty begins with the attempt to develop the scanty and undefined signs into the broad sweep and precise meanings of written sentences.

The pupils are then in the position of hearing children beginning to learn to speak ; and if their school-education were intended to continue for ten years thenceforward, it might be the best plan to drop signs altogether, and teach solely by lessons, articulated, written, or spelt on the fingers. This plan seems to have been adopted by M. Pereira, as the following extract from a published letter of his pupil, M. Saboureux de Fontenay, indicates :—

“Conformément à la manière dont un enfant apprend le Français, M. Pereira, me trouvant âgé de treize ans presque accomplis, s'est attaché d'abord à me donner l'intelligence des mots d'un usage journalier, et des phrases fort communes, telles que sont par exemple :—‘Ouvrez la fenêtre ;’ ‘allumez le feu ;’ ‘couvrez le feu,’ etc. Me voyant suffisamment au fait des dialogues d'un usage journalier, il a évité de faire les gesticulations devant moi en même temps qu'il me parlant par les doigts de l'alphabet manuel ; c'était pour me mieux accoutumer au langage, me faire perdre efficacement l'habitude de causer par signes à ma manière ; pour me mieux exercer à entendre des phrases familières, me faire tenir prêt à exécuter toutes choses, conformément au sens que présentait à mon esprit le langage, dont on s'est servi pour exprimer ce qu'on voulait me commander ; à répondre tout seul aux questions aisées et difficiles ; à produire de moi-même les pensées ; il m'a obligé de lui raconter ce qui s'était passé journellement, à lui rapporter ce qui s'était dit, à causer, à converser, à raisonner, à disputer avec lui ou avec d'autres, sur toutes choses d'un usage habituel, qui nous venaient dans l'esprit ; à écrire des lettres de ma façon à quelques personnes de ma connaissance, à répondre aux lettres que l'on m'écrivait, etc.

“Par ce moyen je suis parvenu à connaître d’une manière sensible et habituelle la valeur des pronoms, conjugaisons, adverbes, prépositions, conjonctions, etc., dont M. Pereira m’a ensuite donné bon nombre d’exemples frappans sur le modèle desquels il m’a obligé de produire d’autres de même façon.”

This plan, in itself the best, is not the best under the circumstances in which the vast number of the deaf in this country are placed. It is more important to acquire knowledge than to learn a language during the limited time they are under instruction ; and signs being by far the readiest and quickest means of imparting knowledge, their use is continued, although it is always confessed that the impression made by the peculiarity of their idioms are afterwards found great hindrances in learning the grammatical construction of language. As the pupil advances, the teacher should, however, endeavour more and more to “substitute the language of words for that of gestures”—a rule which, although acknowledged on all hands, is, it is feared, often practically forgotten. The transition might be assisted by using, for the sake of quickness, abbreviations of common words ; shd. and cd. for should and could, yy. for yesterday, gg. for going, &c. ; and the one-handed rather than the two-handed alphabet should be adopted, as being in many ways more convenient and distinct : The old argument against the one-handed alphabet, on the score of uniformity of practice, is no longer available, since the Belfast and Cabra institutions have adopted it, and at Doncaster and Birmingham both alphabets appear to be taught.

A good exercise in language is obtained by setting the pupils to write a description of a picture, choosing one with plenty of figures and incidents, like Dutch in-door scenes ; and another, by giving the pupil half-a-dozen or more unconnected words to be brought into sentences, an essay, or a story of his own composing ; but, after all, the best finish for a deaf pupil, who has made anything like reasonable progress, is to take him away completely from the institution, and place him in an ordinary school, where, his signs being of no use, he is driven to the

language of words, and where, also, any conceit in himself, gained at the deaf school, where the educational standard is necessarily low, might be checked.

This removal from the Deaf School ought to take place much earlier in the case of those who had not lost their hearing till after their fifth or sixth year, and who, in truth, beyond the mere physical disability, have very little in common with those born deaf. The giving a power over such a stock of language as an intelligent hearing child can pick up by his sixth year, is three-fourths of the work of the Deaf and Dumb School ; consequently the pupil who comes with that stock of knowledge already acquired, takes his place at once at its head ; and it is well indeed if he is not shown off as a specimen of how much can be done for the deaf and dumb. Well—if the master has the ability to conduct his education properly ; well—if he is not himself overcome by self-conceit at standing so much above his seniors in age.

The Report of the Examining Committee at Manchester states : —“ There appears among the pupils a deficiency in the comprehension of written language : this ability, perhaps, not unreasonably forms the most difficult and yet most important part of their education, and seems to require a longer period of instruction than is at present allowed.” This is most refreshing candour. Public examinations, and visits by ladies and gentlemen, tell nothing as to the real proficiency of the pupils. All such are in the groove, and prepared for ; but if any one pleased to ask in writing the most simple questions at random through a school, he would be astonished to find to how few he could get any correct answers ; and on the result of this simple practical trial, to be applied by any one who takes any interest in the subject, I am content to leave the proof of what I have said, that the art of educating the deaf and dumb is yet imperfect ; and that the slow and tedious process of improvement, without which a brilliant discovery is often practically useless, has still to be carried on.

Besides education there is management: the table at the end of this paper has been made from the financial statements in the several Reports to show comparatively the expense at which the several Deaf and Dumb Schools are conducted. There are great differences, the range being from £14 9s. 3d. at Brighton to £42 13s. 3d. at Claremont; and at Doncaster, where there appears to be most liberal and, at the same time, economic management, the average is £19 0s. 4d. It may be instructive to compare in detail some of the items of expenditure in these three cases:—

	Claremont, 59 Pupils.	Brighton, 71 Pupils.	Doncaster, 104 Pupils.
Salaries of Officers and Servants . . .	£448 3 8	£260 0 0	£482 17 4
Salaries at Office (at Claremont only), and Collector's Poundage .	140 12 8	9 2 0	24 3 10
Maintenance of Pupils and Establishment .	698 13 0	587 19 10	982 7 7
Printing and Advertising Stationery and Incidentals . . .	117 12 10	6 18 6	29 9 0
Medicine, &c. . .	86 6 2	13 9 0	58 5 5
Expense of Garden .	26 5 9	2 17 9	26 16 8
Washing, Soap, Coals, and Lights . . .	44 8 6	nil	nil
	89 8 0	59 12 1	102 0 9

After this comparison, it is but right to add that there is no reason whatever to suppose that the Brighton School is conducted in a niggardly way, without ample provision for the comfort of the pupils; and its character for efficiency is as high as that of any other.

In the case of the London School, the large number of pupils ought, perhaps, to keep the average lower than it stands; but a large expenditure may be necessary to maintain its position and pretensions as the principal school of its kind. Whether this position and these pretensions are maintained is another question. The Reports for a number of years are simply corrected reprints of each other, and give no information of any progress or improvement—offering, in that particular, the most complete contrast to

the American Reports, from which so much valuable information is to be obtained.

The Census Returns have given much statistical detail on the subject of deafness ; still there are many particulars respecting which a government could not inquire, but which might easily and as of course be ascertained from the friends of each pupil on his admission into school ; and if such particulars had been collected and published from time to time, much more would be now known as to the cause of deafness, and much might have been prevented.

Then, again, it is confessed that five years is a period utterly inadequate for any complete instruction of the deaf and dumb ; and the Paris and Manchester Schools have encouraged the endeavour to continue the education after the pupils have left school by lectures, adult classes, libraries, and special services on Sundays ; and other institutions, as appear from the Reports, are about to follow the example. In London alone the work receives no countenance from the school, and has, therefore, to be done under very great disadvantages.

The school objects that it is better the educated deaf and dumb should go to their parish church than to any special services ; that the gathering of them together is a bad thing, keeping them down to a low standard, and encouraging undesirable intimacy among them as a class, resulting in marriages, and too often—though not so often as is supposed—in the birth of children deaf like their parents. All which objections are good and sound, but they are based on mistaken facts. Only a very small per centage of the pupils on leaving school are able understandingly to read the Prayer Book, or to read a sermon while one is being preached—and therein the majority find, as they think, a justification for never going to church at all ; and, if they cannot understandingly read the simple language of the Prayer Book, neither can they find much pleasure in associating with people to whom they must express themselves in grammatical language, consequently they find each other out ; they

marry among themselves ; and when the Association comes to inquire—thinking of doing little more than sending missionary agents to visit them at their homes, and to assist them in finding employment—it finds they have started their own Sunday services, their own week-day lectures, their clubs, and their meetings at public-houses. And the Association seeing this, does the very reverse of what is imputed to it—it takes up the Sunday services, but instead of the extempore, unconnected prayers that had been in use, brings in and explains the Prayer Book, telling those who can understandingly read it that they had better go to church. It takes up the lectures, and improves the subjects ; and by them, and by more direct instruction, endeavours to give them better things to think about than the idle gossip of their conversations. Of course it tells them that marriages among themselves are not desirable, and that gatherings at public-houses are worse than undesirable. The missionaries learn all about the character and habits of all of them, and are able to introduce and keep up a higher standard of conduct. So long as the education of the deaf is not carried further than it now is, some such assistance as the Association gives is required. As soon as ever the schools will turn out their pupils really fully educated, its work will be over.

By a full education is meant such as leaves no evils or inconveniences but such as are the direct consequence of a want of hearing and speech. There was a vast difference between Kitto and Massieu—the one a great man who was deaf, the other a deaf man who was great. I use Kitto's name for example only. I am fully aware his twelve years of hearing gave him a vast advantage—but in this he is to be especially admired in that, knowing his position, he refused to plead any disabilities, but matched himself fairly against others, and came off acknowledged as an equal among scholars and critics.

Something of despondency came over him at times. Sometimes he felt too keenly the “petty humiliations” to which, in his daily walk of life, his infirmity subjected him ; but this is no

more than, in one way or another, belongs to every man, and what we call trials and infirmities are but the conditions under which He who knoweth all, and is merciful unto all, decrees that the task of each man's independent life should be performed.

A feeling akin to this, and an unwillingness to accept mere commiseration is common among the deaf and dumb. That help which one man gives to another man, and which is always more readily given when its object is willing to help himself, is indeed grateful ; and such help and charity it is the object of this paper to endeavour to obtain. I ask for the noblest charity of thought, such as was given by the old Founders of these schools ; and such as, in the laborious and little appreciated task of perfecting their discovery, it is now open for any one to give in a yet more noble way—more unto God, and less unto man.

A. H. B.

March 31st, 1858.

The following table is made from the Reports for the years 1856–57. Rent and apprentice fees have been deducted, as some of the institutions do not pay either.

In those cases where the expense of clothing is shown on the accounts *to be repaid*, it has been excluded ; but when the expense falls on the charity, as at London, Claremont, and Belfast, it has been included.

No. of Pupils.	Institution.	Annual Expenditure.	Average per Pupil.
	£ s. d.	£ s. d.	
297	London - - - -	9408 4 0	
	Less Rent, say - - - - 250 0 0		
	„ Apprentice Fees - - - - 352 10 0		
	„ New Buildings, say - - - - 400 0 0	1002 10 0	
		8405 14 0	28 6 0
45*	Edinburgh - - - -	1763 9 9	
	Less Clothing - - - - 121 14 0		
	„ Feu duty, say - - - - 21 0 0	142 14 0	
		1620 15 9	36 0 4
77	Birmingham - - - -	1599 13 11	20 15 6
59	Claremont - - - -	2389 4 2	42 13 3
30	Aberdeen - - - -	611 6 2	20 7 6
67	Glasgow - - - -	2505 13 11	
	Less, Balances - - - - 918 5 0		
	„ Rent - - - - 48 13 0		
	„ Parlour Boarders - - - - 144 1 0		
	„ Apprentice Fees - - - - 47 16 0	1158 15 0	
		1346 18 11	20 2 0
86	Manchester - - - -	2164 19 10	25 3 6
77	Liverpool - - - -	1288 5 10	16 14 7
40	Exeter - - - -	1077 3 9	
	Less Balances - - - - 12 9 5		
	„ Clothing - - - - 35 2 7		
	„ Apprentice Fund - - - - 13 19 9		
	„ Private Pupils Board and and Clothing - - - - 101 10 4		
	„ Per Centage for ditto - - - - 15 12 6	178 14 7	
		898 9 2	22 9 2
104	Doncaster - - - -	2734 11 5	
	Less Clothing - - - - 62 11 2		
	„ Apprentice Fees - - - - 5 0 0		
	„ Invested and Balance - - - - 689 4 5	756 15 7	
		1977 15 10	19 0 4
80	Belfast - - - -	1592 0 11	19 18 0
57	Bath - - - -	984 10 1	17 5 5
71	Brighton - - - -	1026 16 10	14 9 3
22	Bristol - - - -	645 13 7	29 7 0
13	Strabane - - - -	187 3 2	14 7 11
131	Cabra - - - -	2378 15 1	18 3 2
16	Swansea - - - -	403 3 9	25 4 0
	Dundee † - - - -		
49	Newcastle-on-Tyne (1855 Report) - - - -	842 8 11	17 3 10

* Including six Boarders.

† The report is not sufficiently explicit for any average to be stated.



